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ABSTRACT

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Effects of Required Reading Time on Sixth Graders' Attitudes Toward Reading

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Abstract

This study tested the hypothesis that students who were required to read a book of their choice for fifteen minutes per night would have a more positive attitude toward reading than similar students who did not have that assignment. The Estes Attitude Scale for reading was given to two classes (high group and low group) of sixth graders that have this homework and two similar classes that have no reading time as homework. Eighty students, 45 female and 35 male, participated in the study. Mean scores on the attitude scale were similar for both classes that had the homework and the high group that did not have the homework, but the mean score for the low group that did not have the homework was found to be significantly lower, indicating a more negative attitude [$t(31) = 3.25, p < .005$]. This homework seems to affect the attitudes of only the lower-level students. However, there were other factors that could have affected these results, so this topic needs further study.

"I guess life is twice as fun if you're in two worlds--the book world and the real world" (Smith, 1982, p. 50).

One problem which has long faced teachers is the problem of how to motivate students to read. Some students love to read, and it is no trouble to convince these children to read for pleasure. However, for some other children, although they may have considerable ability, reading is a chore and something to be done only if absolutely necessary. How can the teacher influence these children to read more, and why should he or she be concerned about this problem?

Motivation in reading is important for a variety of reasons, not the least of which is that a positive attitude toward reading is essential for high achievement in reading (Teale, 1980). If we are concerned that children learn how to read, we should definitely try to foster a love for reading as well. But why do we want children to know how to read? Charlotte S. Huck (1971, p. 37) says, "the major purpose for teaching children to read is to help them become readers who readily turn to books for information and enjoyment." This statement is echoed by many researchers (Estes and Johnstone, 1977, Teale, 1980, and Roeder and Lee, 1973, among others).

If the purpose of reading instruction is to create readers, then motivation is certainly a key factor. Thomas Estes (quoted in Barmore and Morse, 1977, p. 76) believes that "how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession". Huck (1971, p. 37) states this even more strongly. "If we teach a

child to read, yet develop not the taste for reading, all of our teaching is for naught. We shall have produced a nation of 'illiterate literates'--those who know how to read but do not read".

Marianne Laino Pilla, who studied ways to encourage reluctant readers, suggests that recreational reading is especially important for five reasons (1987). She says that recreational reading satisfies some emotional needs of students, and that it enables children to practice reading. Recreational or leisure reading is also positive because it shows children that reading is important outside the classroom, and it allows reading primarily for enjoyment. Finally, it is important because "it can help develop a lifelong appreciation for reading and learning through reading" (p. 7).

G. Robert Carlsen has performed a very interesting study on the topic of reading motivation. He is an education professor teaching those who wish to be secondary English teachers, and for more than thirty years, he gave his students an assignment he called the "reading autobiography". In this paper, he asked his students to write about everything they remembered about learning to read and reading--in and out of school, from every part of the student's life. When he read the autobiographies, he found that there were many common experiences among those who had turned out to be lifetime readers. These similarities led to a series of suggestions he made for those who wish to encourage children to read (Carlsen and Sherrill, 1988). His suggestions are all echoed by many other researchers in this field.

One of these suggestions is reading aloud to children (Carlsen and Sherrill, 1988, Huck, 1971, Roeder and Lee, 1973). All agree that listening to books from a very young age through college is beneficial because the child learns to enjoy books by hearing them read aloud. Carlsen (1988) emphasizes the joy related by his students when they recall being read to at all stages of life. He calls reading aloud a "never-fail" method for teaching literature (p. 146).

A second suggestion is that any adult close to the child should set an example as someone who reads and is enthusiastic about reading (Carlsen and Sherrill, 1988, Smith, 1982, Barmore and Morse, 1977, Huck, 1971, Chambers, 1977, Aborn, 1974, and Roeder and Lee, 1973). Huck (1971, p. 39) says, "show me a teacher who is enthusiastic about children's books, and I will show you a class of children who enjoy reading". Similarly, Chambers (1977, p. 44) states,

> The success we have in helping children become readers will depend not so much on our technical skills but upon the spirit we transmit of ourselves as readers. Next in importance comes the breadth and depth of our knowledge of the books we offer.

This, then is another suggestion. Teachers should know a great number of children's books and be able to match students with books appropriate to the child's interests and abilities (Estes and Johnstone, 1977, Criscuolo, 1980, Carlsen and Sherrill, 1988, Huck, 1971, Chambers, 1977, and Aborn 1974). This is a very difficult thing for a

teacher to do, because there are so many children's books. Chambers (1977, p. 44) says that "far too many teachers are depressingly ignorant about what is available". Estes and Johnstone (1977, p. 12) list this suggestion as the single most effective way to help children love reading. "Be as certain as you possibly can that anything you ask any student to read is something he or she can read and will want to read."

Another way to encourage readers is to know their interests and use them in choosing books, and above all, to allow the students to choose their own books to read (Ley, 1979, Estes and Johnstone, 1977, Criscuolo, 1980, Carlsen and Sherrill, 1988, Huck, 1971, Aborn, 1974). Many of the subjects in Carlsen's study complained of not being allowed to choose books in school, everything they read in school was assigned. Some were in individualized reading programs, and "they felt they were enthusiastic about reading because they were encouraged to read what they liked" (pp. 149-150). Obviously, a student will be more enthusiastic about reading a book that he or she has chosen than one that has been assigned.

A fifth suggestion is to have a variety and quantity of books available to children at all times (Barmore and Morse, 1977, Estes and Johnstone, 1977, Criscuolo, 1980, Carlsen and Sherrill, 1988, Huck, 1971, and Chambers, 1977). Huck (1971, p. 38) says that "research studies consistently point up the importance of the accessibility of books. If good reading material is constantly available, children will read". Carlsen and Sherrill (1988, p. 146) agree. "Ideally, reading material should be everywhere possible". And Estes and Johnstone (1977) cite a study of what causes reading attitudes to change in

remedial reading students. "The clearest factor responsible for positive attitude change in those reluctant readers' minds was prominently displayed paperback books. This factor distinguished those who had come to like reading from those who continued to dislike it" (p. 11).

Along with the accessibility of books goes the suggestion that students should be provided with a daily opportunity to read (Wagner, 1976, Criscuolo, 1980, Gray, 1979, Carlsen and Sherrill, 1988, Huck, 1971, and Chambers, 1977). There is considerable evidence that "children learn to read by reading" (Charlotte S. Huck, quoted in Gray, 1979, p. 16), and "the more children read, the better they read" (Wagner, 1976, p. 104). Therefore, "we ought to insist that our schools provide time every day when everybody--adults and children--settles down and reads for no other purpose than to engage in that activity" (Chambers, 1977, p. 45).

A final way to encourage a love of reading is to provide opportunities for students to share and discuss what they have read (Carlsen and Sherrill, 1988, Barmore and Morse, 1977, Chambers, 1977, and Huck, 1971). In Carlsen's study, many of his subjects expressed the need to talk about the reading they were doing. In addition, Huck (1971) says this is valuable because it helps children to really appreciate literature. Students need to talk about their feelings after reading a book, and about how the author might have been thinking, why he or she had made certain decisions. Barmore and Morse (1977, p. 80) note that "a rudimentary response on an emotional level is the first step in getting a student to go deeper into a work".

This is not an exhaustive list of all suggestions that various researchers have made in this area. However, all of these suggestions have been repeated by numerous authors. Individual teachers have taken some of these suggestions and put them into practice in their classrooms.

The purpose of this study is to test the effectiveness of a specific program set up by a sixth grade teacher in central Virginia to encourage her students to read. She requires her students to read at least fifteen minutes every night (Monday through Thursday, weekends count as extra credit) and keep a reading log of their behavior. The students can read any book they choose, including comic books. Students must have their parents sign the reading log, and are encouraged to read to someone one day per week. The reading listed on the log must be done outside of school.

This assignment is consistent with the suggestions listed above, particularly providing time for reading every day. The teacher is also allowing students to read books of their choice, and can monitor the appropriateness of the books being read, as the students list the titles they are reading on the log. She also has a large collection of books available in the classroom that the students may check out.

In assigning fifteen minutes of reading every night, this teacher is encouraging recreational reading. Carlsen and Sherrill (1988) found that descriptions of experiences with recreational reading dominated the reading autobiographies, indicating that recreational reading was very important to those who grew up to be lifetime readers. Pilla (1987), who studied reluctant readers, found that "recreational reading has positive

effects on children's attitudes toward reading and on reading achievement...even with the paucity of quantitative research, this theory has yet to be disproved" (p. 7). In addition, many researchers (Roeder and Lee, 1973, Eble and Renton, 1978, Chambers, 1977) note the "contagiousness" of reading. Chambers (1977, p. 45) states it best of all.

> But the most common response [to reading], the inevitable one in all true readers, is a resulting desire to read another book, one leading to another in a kind of excruciatingly pleasurable, unending chain reaction, a literary fission. Selection: Reading: Response--leading to yet another selection. That is the literate reading circle. Once set in motion in our pupils, it becomes self-sustaining. This is what we should aim to achieve.

Therefore, I believe that this practice of having students read fifteen minutes per night will improve student attitudes toward reading. I think that students who do this kind of assignment for a period of time will develop better attitudes toward reading than students who do not have this assignment.

Method

Subjects

The subjects in this study were 80 racially mixed sixth grade students, 45 female and 35 male, at a school in urban central Virginia. The teachers in this school are set up in teams, so the students have different teachers for their academic subjects. The students are in Language Arts (which includes reading, English, spelling, and vocabulary)

for a 90-minute period each day. Subjects were tested in March, 1992, so they had been with their Language Arts teachers for nearly seven months at that time.

Four classes of subjects were tested in this study. Two classes had a teacher (hereafter to be known as Teacher A) who assigned fifteen minutes of reading each night (Monday through Thursday, with weekends as extra credit). Students could read any books they chose, including comic books, and were required to keep a log of what they read and for how many minutes each night. Students were also required to have a parent or guardian sign the log each week. The fifteen minutes of reading had to be done outside of school. Teacher A provided approximately 20 minutes each day for free reading in class, but this was not allowed to be part of the reading log.

The other two classes of subjects had a teacher (hereafter known as Teacher B) who did not assign this homework. This teacher had assigned this type of homework in the past, and had found it to be a waste of time and paper. She had found that about 40% of her students regularly filled in the log with random information at the last minute, and forged their parents' signatures. Due to these problems, Teacher B abandoned that homework, and instead *recommended* that her students read for twenty minutes every night. She recommended this to the parents and the students, but only required that the students write a summary each week of something they had been reading. In class, Teacher B set aside approximately 20 minutes for free reading, about 2-3 days per week. She did not enforce the twenty minutes' reading at home, but left it up to the parents. Teacher B did not require her students to read outside of school.

Both Teacher A and Teacher B displayed books in their classrooms, which students were allowed to borrow. In addition, both teachers gave their students time in the library each week. They also had academic reading programs going on, in which the students all read the same assigned book. Both teachers required that this reading be done in class.

The students in this school were assigned to Language Arts classes based on previous scores on standardized reading comprehension tests. The students with higher scores were put into one class, and the students with lower scores in another class. Teacher A and Teacher B had a high class and a low class each, and these classes will be known as High Group A, Low Group A, High Group B, and Low Group B. High Group A had 24 subjects, Low Group A had 17 subjects, High Group B had 23 subjects, and Low Group B had 16 subjects.

Apparatus

The Estes Attitude Scale for reading (secondary form), along with some original survey questions, was used to measure the subjects' attitudes toward reading. (The survey is attached as Appendix A.) Many of the survey items were included as a matter of personal interest, but several addressed the hypothesis. The attitude scale (items 12-26) and the question, "Do you like reading more or less than you did at the beginning of sixth grade?" (item 11) were directly relevant to the hypothesis. In addition, items seven and eight addressed the issue of how much time the students spent reading outside of school, which was also relevant.

Procedure

When I began this research, I already knew the homework policies of Teacher A, so it was necessary to locate another teacher in the same school and same grade who did not require similar homework. Once this was accomplished, and permission of both teachers was received, the next step was to create the survey. I was given permission to use the Estes Attitude Scale, and then I decided what other types of questions to ask. The city administrative office approved the survey, as did the principal of the school where the research was done.

I administered the survey to all four classes on the same day, so that outside events would not effect the four groups differently. I also made up a script so that I would say the same things to each class (this script is attached as Appendix B). I emphasized that honesty was important, and explained the directions for filling out the survey. Finally, I collected the completed surveys and compared the results.

Results

Attitude scores for items 12-26 (Estes Attitude Scale) were computed for each subject, giving five points for an answer of "strongly agree", four points for an answer of "agree" and so on, with one point for an answer of "strongly disagree". This system only applied to the items which were positively stated (items 14, 17, 21, 24, and 25). The other items were negatively stated, and were scored by giving one point for an answer of "strongly agree" and five points for an answer of "strongly disagree". Students' scores were summed. Thus, there was a possible total score of 75 for each child, and a higher

score indicates a more positive attitude toward reading. The scores for each class were averaged, and the results can be seen in Figure 1.

The average scores for both High Groups and Low Group A were similar, but the average score for Low Group B was much lower. Since the difference seemed to be most apparent between the two Low Groups, a t-test was performed on this data. The average score for Low Group A was found to be significantly higher (more positive) than the score for Low Group B [$t(31) = 3.25, p < .005$].

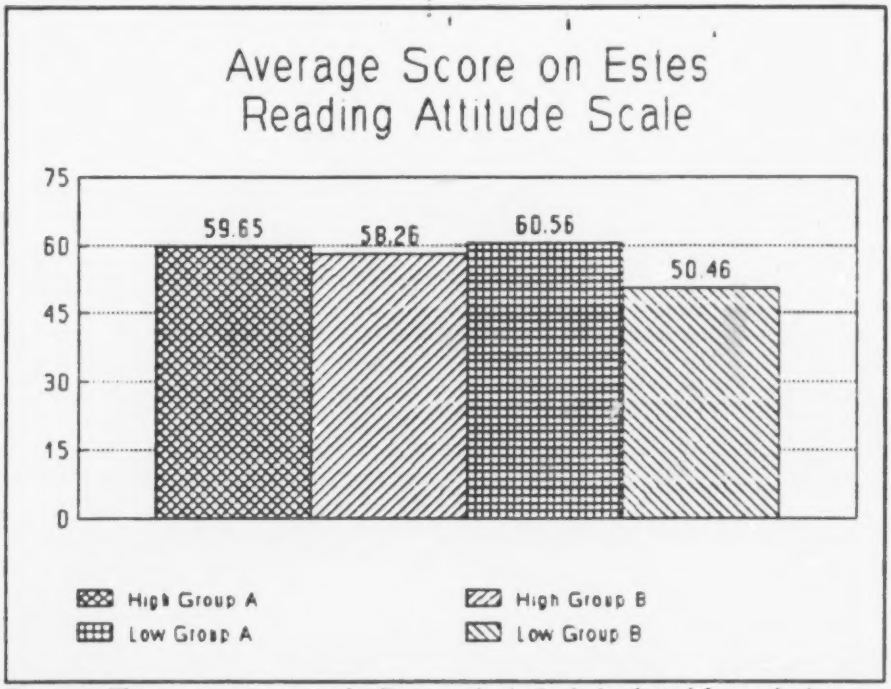

Figure 1. The average score on the Estes Attitude Scale is plotted for each class. (Maximum score is 75)

When the subjects were asked how they felt about reading relative to the way they felt at the beginning of the year (item 11 on the survey), the students in Teacher A's class reported that, in general, they liked reading more than they had at the beginning of the sixth grade (see Figure 2).

A large majority of High Group A said they liked reading either a little bit more or much more than they had at the beginning of sixth grade, and nearly half of Low Group A said they liked reading much more than they had at the beginning of the year. In High Group B, on the other hand, nearly all said they liked reading about the same or a little bit better, and half of Low Group B said they liked reading about the same (the other half of Low Group B was fairly evenly spread out). In general, both A groups liked reading more than they had at the beginning of the year, while both B groups liked it about the same.

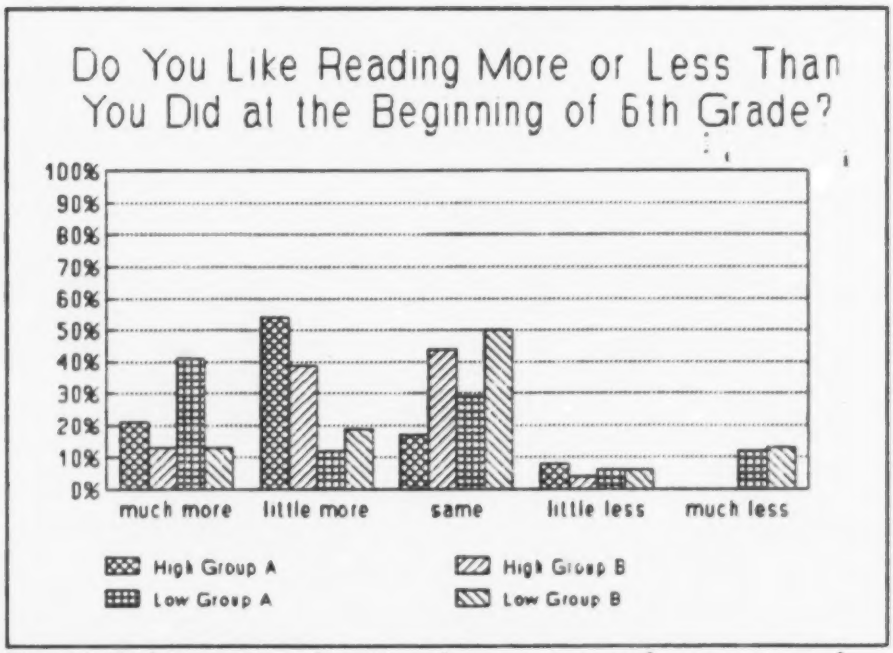

Figure 2. Student answers to item 11 on the survey, expressed as percentages of each class choosing each answer.

The results of items seven and eight, in which students reported how much they actually read outside of school, were also relevant to the issue of reading homework. Did the students who were assigned the homework actually read more than those who did not have the homework?

Figure 3 shows how the students answered the question, "How often do you read outside of school?" A large majority of students in both the A groups said they read 5-7 days per week, while the students in High Group B said they read 3-4 days per week, and the students in Low Group B reported reading only 1-2 days per week.

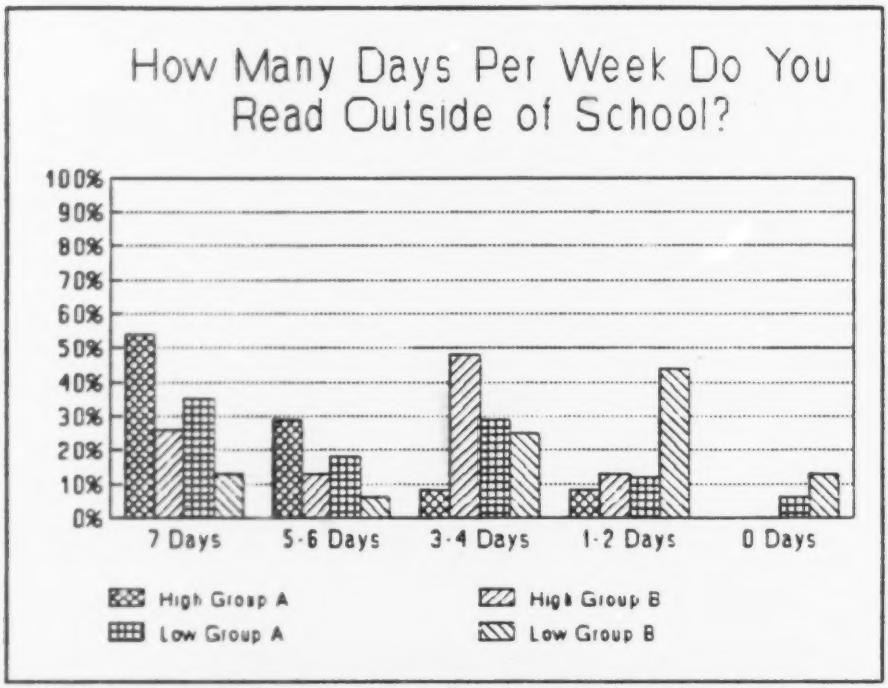

Figure 3. Percentages of students in each class choosing the possible answers for the question, "How often do you read outside of school?"

Figure 4 shows how long the students reported they spent reading each time they read outside of school. Both High Groups reported spending 15 minutes to an hour reading at one time, the students in Low Group A were very evenly spread between the five choices, and the students in Low Group B reported that they read only 0-30 minutes at one time. Only five students reported that they read more than two hours at a time, but all of these students were in Teacher A's class.

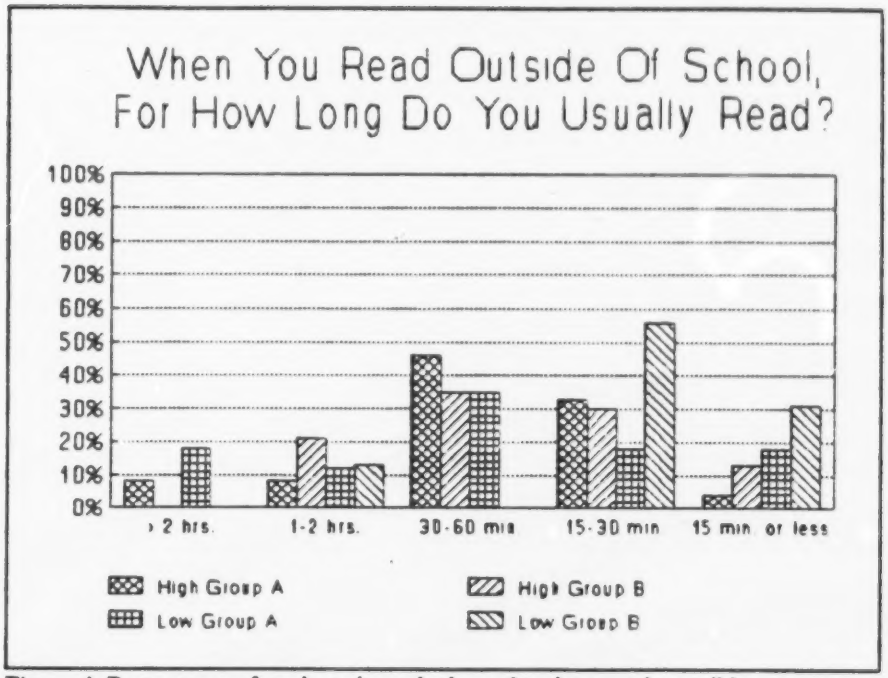

Figure 4. Percentages of students in each class who chose each possible answer to the question, "When you read outside of school, for how long do you usually read?"

In summary, all the students in Teacher A's class and Teacher B's high group had better attitudes toward reading than did those in Low Group B. In addition, the students in Teacher A's class reported liking reading better in March than they did at the beginning of the year, while those in Teacher B's class reported liking reading about the same as they had before. The students' reports of how much they read outside of school indicated that students of Teacher A were spending more time reading than the students of Teacher B. In general, High Group B was close or equal to the A groups, while Low Group B lagged further behind.

Discussion

My hypothesis, that those students who are required to read books of their choice for fifteen minutes per night will have more positive attitudes toward reading than those

who are not required to do this homework, is fairly well-supported by these results. This seems to be true for those students who had lower standardized reading comprehension scores, but not necessarily for those who had higher scores.

Could there be other reasons for this besides the reading assignment? Perhaps Low Group A is simply a very highly-motivated group of students, who would have liked reading regardless of whether they had this assignment or not. However, Teacher A does not think of Low Group A in this way. She said that of all the classes, that was the group she would have expected to like reading least. So perhaps the students in Low Group A were trying to please me or their teacher by answering the questions in this way. This is a real possibility, because although I told the students not to try to please us, I know the children in Teacher A's classes (I student-taught them) and I do not know the children in Teacher B's classes. I do not know how much this could have affected my results, because the survey was anonymous, but it still could have been a factor. Ideally, the researcher should not know any of the students being surveyed, or should know all of them.

It is likely that at least some of the difference in student attitudes is due to the reading assignment. If so, why did it not affect the higher-level students? A possible explanation for this is that higher-ability students are often interested in reading already, and motivated to read without the extra incentive of an assignment. Quite possibly, the fact that they have achieved more than some of their peers may be due to the fact that they already read, since reading can help students tremendously in school.

One difference that existed between Low Groups A and B could also have affected the results. Students in this school who are performing at a very low level in Language Arts are pulled out for intervention. On Teacher A's team, these students have a completely different Language Arts teacher, so they were not among those I surveyed. However, on Teacher B's team, the intervention students have regular Language Arts classes, and receive extra help during some other part of the day. This could have put more low-level students in Low Group B than in Low Group A. The actual number of intervention students in Low Group B, though, was only two, so I doubt that their presence affected the results much. Even if those students got the two lowest attitude scores, and those scores were dropped from the group, the mean for Low Group B would only have been slightly higher.

Another support for my hypothesis is that students in Teacher A's class said that they liked reading a little bit or much more than they did at the beginning of the year. Teacher B's students reported liking reading about the same or a little bit more than they had at the beginning of sixth grade.

Although the students of Teacher A reported liking reading better, this may not have been solely because of their reading homework. There are other differences between the two teachers that may have affected the results. I have not observed both teachers in depth, but I know that they have different teaching styles, and teachers are known to have profound effects on their students. The teachers' attitudes toward reading

definitely influence the children's attitudes, and since these teachers were different people, this could have had an effect on my results.

For example, a difference is noticeable in the setup of the two teachers' rooms. Teacher A has books prominently displayed all over the room, and has posters all over the walls encouraging the students to read. Teacher B, while she has plenty of books in the room, has them placed on shelves at the back, and most of the posters on the walls have subjects other than reading. This says something about the importance these two teachers place on reading, and this most likely is transmitted to their students.

Another difference is that Teacher A has time for free reading (20 minutes) every day, while Teacher B only provides this time two to three times per week. I am not sure how much difference this could make in the students' attitudes, but providing time for free reading is certainly one of the suggestions that has been made for getting kids to read.

To eliminate these problems, this study would have to be done with students of only one teacher. Students could be surveyed in September as well as at the end of the year, so that change in attitude could be measured. Some students would be assigned the reading homework, and some would not. Students would have to be of similar ability, however, and there would probably be a problem if the students caught on that only some of them had to do this homework. It would also be helpful if a larger number of students could be surveyed.

Even if the reading homework is not the sole reason for the better attitudes toward reading, Teacher A is doing something right. Her students like reading better than they did at the beginning of the year, and her low group has as positive an attitude toward reading as her high group, so something good is happening in that classroom. In addition, most of her students are actually doing the homework. Teacher A has expressed concern that her students might be forging signatures and lying about doing the reading, but my results say that the children are reading.

The vast majority of Teacher A's students report that they read 5-7 days per week, while Teacher B's high group reports reading about three or four days a week, and Low Group B reports reading only one to two days per week. Even if Teacher A's students are not really reading all they say they are reading, it is very important that they perceive themselves as reading that much. If students perceive themselves as readers, they are likely to have a better attitude toward reading and more motivation to read. Teacher A's students <u>are</u> reading more than Teacher B's students, and this can only be beneficial.

What, then, can we take away from this? Requiring students to read fifteen minutes per night seems to lead to more positive attitudes toward reading and more time actually spent reading. There were some factors in this research that may have influenced the results, so it would be beneficial to perform a more controlled study of this type of homework. However, I believe that the effects of these other factors have been quite small, and that this homework is very effective. I would not hesitate to recommend this assignment as a way to increase student reading.

Appendix A

This is a survey about reading. Please read the questions carefully and answer as honestly as you can. Your name will not be on the survey. **Circle** the letter of the answer you choose. Please choose only one answer unless the question says you may choose more than one. Thank you very much!

1. Are you

    a. male
    b. female

2. Would you rather

    a. read a book that you chose for yourself
    b. read a book that someone else chose for you

3. How do you choose a book to read? (You may mark more than one answer, but if you do, please put a 1 next to the most important choice, a 2 next to the second most important choice, etc.)

    a. I look at the description on the cover
    b. I look to see if the title sounds good
    c. I look at the pictures inside the book if there are any
    d. I look for a book that someone suggested to me
    e. I pick a book at random; it doesn't matter
    f. I pick a book by an author I like
    g. I look to see how many pages the book has
    h. I ask the librarian or teacher to choose a book for me
    i. I read a page or two to see if I like the book
    j. I pick a book which has a nice-looking cover

4. When you choose a book to read, is it usually

    a. too easy
    b. just right
    c. too hard

5. What kinds of books do you like best? (You may mark more than one answer.)

a. fantasy/magic
b. historical fiction
c. nonfiction; true stories
d. science fiction
e. realistic fiction
f. funny books
g. sad books
h. poetry
i. short stories
j. adventure
k. biography
l. scary books
m. animal stories
n. mystery
o. romance
p. sports
q. comic books

6. How many books do you own? (Estimate) _____

7. How often do you read outside of school? (If you have reading homework, include it.)

a. every day
b. 5-6 days per week
c. 3-4 days per week; about every other day
d. 1-2 days per week
e. 0 days per week; almost never

8. When you read outside of school, for how long do you usually read?

a. 15 minutes or less
b. between 15 minutes and half an hour
c. between half an hour and an hour
d. between one hour and two hours
e. more than two hours

9. Do you enjoy reading to someone else?

a. yes
b. a little bit
c. no

If you do read to someone else, to whom do you read? _____

_____

10. Mark one of the following.

    a. When I read, my parents usually know that I am reading.
    b. When I read, my parents usually do not know that I am reading.
    c. Usually when my parents think I am reading, I am not really reading.
    d. My parents do not think I read, and they are right.

11. Do you like reading more or less than you did at the beginning of sixth grade?

    a. much more
    b. a little bit more
    c. about the same
    d. a little bit less
    e. much less

The next fifteen questions come from the Estes Attitude Scales. Read each statement and decide how you feel about it.

Circle SA if you strongly agree.
Circle A if you agree.
Circle N if you are neutral or cannot decide.
Circle D if you disagree.
Circle SD if you strongly disagree.

12. Reading is for learning but not for enjoyment.
    SA A N D SD

13. Spending allowance on books is a waste of good money.
    SA A N D SD

14. Reading is a good way to spend spare time.
    SA A N D SD

15. Books are a bore.
    SA A N D SD

16. Watching T.V. is better than reading.
SA A N D SD

17. Reading is rewarding to me.
SA A N D SD

18. Books aren't usually good enough to finish.
SA A N D SD

19. Reading becomes boring after about an hour.
SA A N D SD

20. Most books are too long and dull.
SA A N D SD

21. There are many books which I hope to read.
SA A N D SD

22. Books should only be read when they are assigned.
SA A N D SD

23. Reading is something I can do without.
SA A N D SD

24. Some part of summer vacation should be set aside for reading.
SA A N D SD

25. Books make good presents.
SA A N D SD

26. Reading is dull.
SA A N D SD

For the next two questions, please write out the most honest answer you can.

IF YOU LIKE READING, ANSWER THESE QUESTIONS.

Why do you like to read?

_____

_____

_____

_____

Why do you think some people don't like to read?_____

_____

_____

_____

_____

IF YOU DO NOT LIKE READING, ANSWER THESE QUESTIONS.

Why don't you like to read?

_____

_____

_____

_____

Why do you think some people do like to read?_____

_____

_____

_____

_____

EVERYONE: What would make you like reading more than you do now?

Appendix B

Following is the script I used when administering the reading survey. Since I knew the students in Teacher A's class, I read section 1 only to Teacher B's classes.

1. First, I think I should tell you who I am--my name is Miss Pettengill, and I was a student teacher over on team 6E at the same time [name of their student teacher] was here with you.

2. One of the things we have to do for UVA when we are finished student teaching is a research project. What I want to find out about is reading. I know how I feel about reading, but I want to know how **you** feel about reading, because I think that's an important thing for a teacher to know. So I made up this survey [show it to class], and I'd like to ask you to help me by answering the questions.

3. Now it's very important for my research that you tell me how you **really** feel about these questions. You're not going to put your names on these papers, so **nobody** will be able to tell who wrote what. I don't want you to try to make me feel good, or [name of Teacher A or B, as appropriate] feel good by saying that you like reading if you really don't. There's no way I can find out how you feel about reading unless you tell me, so please try to be as honest as you can.

4. OK. [start handing out surveys] Please don't start yet. This survey has three parts, and I think that the best way to do this would be if we all work together on one section until everyone is finished, and then move on. The first section is on the front and back of the first page [the pagination of the survey was different as I actually used it], and there are eleven multiple choice questions. [Read directions from top of first page of survey.] If you have any questions, please raise your hand. Please stop after number 11 and don't go on to number 12 yet.

[When students are ready] The next section is on the front of the second page. At the top it should say Estes Attitude Scales. Does everybody have that page? All this means is that someone named Estes made up a bunch of questions that ask your opinions about reading. [Go over the directions at the top of the page.]

[When students are ready] The last page is where you get to write in your own answers. Decide right now whether you like reading or not. If you do like reading, cross out the questions on the right, and answer only the questions on the left. If you do not like reading, cross out the questions on the left, and answer only the questions on the right. Everyone should answer the question at the bottom,"what would make you like reading more than you do now?" I don't need you to write in complete sentences, and I don't mind if you misspell a word--I just want to be able to read what you've written, OK?

5. [Collect completed surveys] Thank you very much for your help. I will let your teacher know what I find out.

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